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ABSTRACT

In 1984-85, Project BLAST provided English as a second language (ESL), native language arts, and bilingual instruction in social studies, mathematics, and science to 275 students of limited English proficiency (LEP) at Walton High School in the Bronx, New York. An important feature of the program is its emphasis on career orientation, the acquisition of survival skills, and citizenship training. Career exploration has been added to the first and second year of ESL; citizenship is a special unit in the bilingual social studies program. Both of these are integrated with mainstream projects at Walton. In its second year of a three-year funding cycle, Project BLAST built on the previous year's strengths and made progress in resolving some of the problems noted earlier. A restructuring of the program to improve staff coordination was implemented; original curricula and materials were developed; and staff members participated in workshops, departmental meetings, professional conferences, and college courses. Parental involvement in the program was high and grew during the year, but all program objectives in this area were not attained. A major achievement was the high student attendance rate, averaging 88 percent or higher on a daily basis. Academic objectives were also met; in several areas, program student achievement surpassed that of mainstream students. (KH)

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O.E.A. Evaluation Section Report

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Grant Number: G00-830-2649

WALTON HIGH SCHOOL

PROJECT BLAST

1984-1985

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Project Coordinator:
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A SUMMARY OF THE REPORT

This project, in its second year of a three-year funding cycle, provides English as a second language (E.S.L.), native language arts, and bilingual instruction in social studies, mathematics, and science to 275 students of limited English proficiency (LEP). An important feature of the program is its emphasis on career orientation, the acquisition of survival skills, and citizenship training. Career exploration has been added to the first and second year of E.S.L.; citizenship is a special unit in the bilingual social studies program. Both of these are integrated with mainstream projects at Walton. Examples include a schoolwide career day in which businessmen and professionals in the community were brought to the school, a college fair, and a mock presidential election.

The project continues to build on last year's strengths and has made progress in resolving some of the problems noted last year. A restructuring of the program to improve staff coordination was implemented in September. All bilingual and E.S.L. teachers were unified in a single department under one assistant principal to whom the Project BLAST staff also reports. This restructuring has not only improved cooperation among teachers, but has facilitated communication between the resource teacher and content-area teachers in developing course materials. It has the added advantage of insuring that bilingual students are not overlooked by the various departments in granting awards for student achievement. This has contributed to student motivation and morale.

A bilingual math teacher was added to the staff in accordance with last year's recommendation. He is currently taking education courses to meet certification requirements.

Original curricula and materials were developed this year, and staff members participated in workshops, departmental meetings, professional conferences, and college courses. Parental involvement in the program was high: almost one-half attended the spring semester parent day; one-third attended in the fall.

Another major achievement was the high student attendance rate, averaging 88 percent or higher on a daily basis. This was attributable to the quality of teaching noted in classroom observations; the dedication of the staff; the small size of the program which allows students to get more personal attention; and the effective use of the paraprofessionals and the bilingual family assistant. The family assistant made approximately 100 home visits during the year and approximately 20 phone calls per week to contact parents and follow-up on student attendance and other problems. Other staff, including

the coordinator, also communicate with parents through the mail and by phone and in a parent/student advisory council. Much time is also spent with students who visit the office.

Program objectives were assessed in English langauage development (Criterion Referenced English Syntax Test, New York City Language Fluency Scale, and teacher-made tests); mastery of the native language (teacher-made tests); mathematics, science, and social studies (teacher-made tests); and attendance (school and program records).

Quantitative analysis of student achievement indicates that:

-- Students mastered 1.6 and 2.0 CREST objectives per month in the fall and spring, respectively, thus meeting the proposed objective.

-- Nearly 100 percent of the program students tested with the New York City Language Fluency Scale made gains in the receptive and expressive modes, thus meeting the program objective.

-- The program objective was met by students in E.S.L. classes who achieved an overall passing rate of 73 percent.

-- Students in native language arts classes exceeded the 75 percent passing criterion set by the program in both the fall and spring.

-- The passing rates of program students in mathematics, science, and social studies courses were greater than or equal to those of mainstream studies in similar courses.

-- The program objective was met by students in the career awareness and survival/life skills courses of study with an overall passing rate of 83 percent.

-- The attendance rate of program students was significantly higher than that of mainstream students.

The following recommendations are offered for possible program improvement:

-- Last year's evaluation noted the need for a full time bilingual guidance counselor for the program; that need persists.

-- Some attempts are made to follow students once they enter the mainstream, but resources are inadequate to do this systematically.

-- The program would benefit from a computer which would enable staff to review software for the three new computer labs for computer assisted instruction which the school is installing next September. A computer would also enable staff to keep student records and provide better follow up.

-- There is the possibility that one or more paraprofessionals will be lost to the program next year due to budgetary limitations. This should be avoided, if at all possible.

-- The adequacy of programs for the advanced students should be assessed. There is a problem in offering bilingual classes to advanced students since there are too few to form a class. At present such students are mainstreamed, with paraprofessionals used to translate material and assist students. It is not clear if this is a satisfactory solution, or how this would work if there were a reduction in the number of paraprofessionals serving the program.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings, integrated material into reports, and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produce quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
II.	PROGRAM DESCRIPTION	2
	The Focus of the Program	2
	Organization and Structure	2
	Staff Characteristics	3
III.	STUDENT CHARACTERISTICS	4
IV.	FINDINGS	9
	English as a Second Language	9
	Native Language Arts	15
	Content Area	16
	Non-Instructional Objectives	20
V.	CONCLUSIONS AND RECOMMENDATIONS	28
VI.	APPENDICES	30

LIST OF TABLES

		PAGE
Table 1:	Ethnic Composition of Students in the School.	4
Table 2:	Number and Percent of Program Students by Country of Birth.	6
Table 3:	Number of Program Students by Age and Grade.	7
Table 4:	Time Spent in the Bilingual Program.	8
Table 5:	Results of the Criterion Referenced English Syntax Test.	12
Table 6:	Students' Gains on the New York City Language Fluency Scale.	13
Table 7:	Passing Rates in E.S.L. Courses.	14
Table 8:	Passing Rates in Native Language Arts Courses.	16
Table 9:	Passing Rates for Program and Mainstream Students in Content-Area Courses.	19
Table 10:	Student Achievement in Career Awareness/Survival Skills Courses.	21

WALTON HIGH SCHOOL

PROJECT BLAST

Location:	West 196th Street and Reservoir Avenue Bronx, New York 10468
Year of Operation:	1984-85, second year of a three-year funding cycle
Target Language:	Spanish
Number of Students:	275
Assistant Principal/ Project Director:	Mrs. S. Sellinger
Project Coordinator:	Ms. Norma Cruz-Dunn

I. INTRODUCTION

In 1984-85, Project BLAST at Walton completed the second year of a three-year-funding cycle. After its first year of operation, the characteristics of the program and of Walton High School were described in the Office of Educational Assessment (O.E.A.) 1983-84 final evaluation report. The reader is directed to the 1983-84 report for a description of the school, the characteristics of the school's student body and of program students, and the major features of the program as implemented in its initial years. The major focus of this report will be on the reorganization of bilingual services at Walton, and the extent to which the program achieved its proposed instructional and non-instructional objectives during its second year.

II. PROGRAM DESCRIPTION

THE FOCUS OF THE PROGRAM

Project BLAST aims primarily to improve students' English language skills, but also to provide them with career orientation, survival or coping skills, and citizenship training.

ORGANIZATION AND STRUCTURE

In the second year, the program was reorganized to improve coordination. Since September, 1984, all native language arts and English as a second language (E.S.L.) teachers are supervised by the bilingual education, E.S.L., and foreign languages department under the direction of an assistant principal (A.P.). This A.P. is also the Project BLAST director to whom the project coordinator reports on a daily basis.

According to program administrators and staff, this restructuring has improved the supervision and coordination of staff and students, as well as communication among teachers. The A.P./project director coordinates with the A.P.s in charge of the various content areas. The director, the coordinator, and the resource teacher observe mainstream and program classes and compare courses of study, texts, and materials. In this new organizational arrangement, bilingual, E.S.L., and native language arts (N.L.A.) teachers meet regularly. They are better able to communicate with the resource teacher regarding needed books, materials, and training.

The A.P. reported that, as a result of this reorganization, program students are now more motivated to take

Regents Examinations and are not overlooked when recommendations are made for honors and awards.

STAFF CHARACTERISTICS

The Title VII staff consists of one project coordinator, one curriculum specialist/resource teacher, one family assistant, three paraprofessionals, and one secretary.

The instructional staff serving project students includes eight E.S.L. teachers, one E.S.L./N.L.A. teacher, two Spanish N.L.A. teachers, two bilingual mathematics teachers, two bilingual and one monolingual social studies teacher, and one bilingual science teacher. Appendix A presents the director's report of the characteristics of the program staff and teachers. Most of the staff serving the program are certified and experienced in the area to which they are assigned.

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WALTON HIGH SCHOOL

PROJECT BLAST

1984-1985

OEA Evaluation Report

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III. STUDENT CHARACTERISTICS

Walton is a non-zoned school whose student body comes primarily from low-income families. Of the total school register (3,322), approximately 55 percent are eligible for either free or reduced price lunch. Only 15 percent of the students tested are at or above grade level in reading and 17 percent in mathematics. Ethnically and racially, they are mostly Hispanic and black. Table 1 presents the ethnic composition of the school population in spring, 1985. Approximately 14 percent of the school population are of limited English proficiency (LEP).

TABLE 1

Ethnic Composition of Students in the School

Ethnicity/Race	Number	Percent
Black	1,611	48
Hispanic	1,529	46
Asian	156	5
White	18	less than 1
American Indian	8	less than 1
TOTAL	3,322	100

Project BLAST served 275 Hispanic LEP students during its second year of funding. These students were either recent arrivals from the Caribbean, Central America, and South America, or those who entered ninth and tenth grades from junior high schools not served by Title VII funds. Students were placed in the bilingual program as a result of individual interviews, transcript evaluations, and scores below the twenty-first percentile on the English version of the Language Assessment Battery (LAB).

Most of the program students (49 percent) were born in Puerto Rico. Thirty-two percent were from the Dominican Republic. Table 2 presents program students by country of birth. The school was originally an all girls' school; consequently, it is not surprising that most program students were female. Female students outnumbered male students in all grades except grade twelve. Fifty percent of the students were overage for their grade placement (see Table 3). Most of these overage students were in grade nine. Fifty-four percent of the students were in their second year of the program; 45 percent were new to the program in September 1984 (see Table 4).

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	134	49
Dominican Republic	87	32
Ecuador	24	9
Central and South America (country unspecified)	27	9
United States	3	1
TOTAL	275	100

- Almost half of the students (49 percent) were born in Puerto Rico.
- Thirty-two percent were born in the Dominican Republic; nine percent were born in Central and South America; another nine percent were born in Ecuador.

TABLE 3

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	15*	2	0	0	17
15	33*	6*	2	0	41
16	39	14*	11*	2	66
17	25	15	20*	11*	71
18	10	10	13	19*	52
19	1	2	7	10	20
20	0	0	1	1	2
21	0	0	1	1	2
22	0	0	0	1	1
TOTAL	124	49	55	45	273
Overage Students					
Number	75	27	22	13	137
Percent	60	55	40	29	50

* Expected age range for grade.

- Fifty percent of the students were overage for their grade placement.
- The highest percentage of overage students was in the ninth grade (60 percent); the percentage of overage students decreased as grade increased.

TABLE 4

Time Spent in the Bilingual Program*
(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	3	0	0	0	3
1 Academic Year	85	20	11	7	123
2 Academic Years	36	30	44	37	147
TOTAL	124	50	55	44	273

*Rounded to the nearest year.

- One hundred twenty-three students (45 percent) have been in the program for one academic year.
- One hundred forty-seven students (54 percent) have been in the program for two years.

IV. FINDINGS

The evaluation findings include both the results of standardized tests, an examination of project materials and records, classroom observations, and interviews with relevant personnel. The findings are presented by objectives, as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- The project students will master an average of one objective per 20 days of instruction on the Criterion Referenced English Syntax Test (CREST).

-- At least 75 percent of the students will achieve a gain in level on the New York City Language Fluency Scale, Receptive and Expressive Modes.

-- At least 70 percent of the students will score at or above the 65 percent passing criterion in E.S.L. courses each semester/year.

E.S.L. is offered to program students in a four-year sequence. In the elementary and intermediate E.S.L. classes, students also receive career orientation and career exploration. During the first two years in the program, students take three periods of English a week; during the third year, they attend two periods of English classes. E.S.L. 6 through 8 are designed to prepare students for the mainstream curriculum.

A member of the evaluation team observed two E.S.L. 4 classes. The students seemed to be involved and active participants in the classes. The language of instruction was English. The career exploration class was given instruction

and practice in writing a business letter; the other E.S.L. class discussion focused on learning life skills in conjunction with English. Topics included using coupons and discounts, food shopping, and comparing ads.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the first objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month were calculated by dividing the mean mastery by the mean number of months of

*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test. Board of Education of the City of New York York, Division of High Schools, 110 Livingston St., Brooklyn, N.Y. 11201.

instruction between testings.

Table 5 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 92.1 percent in the fall and 75 percent in the spring.

Examination of Table 5 reveals that in the fall, students mastered 1.6 CREST objectives per month. The achievement rate in the spring was two CREST objectives per month. The program objective was surpassed both semesters. The rate of achievement was slightly lower for students tested at level 3, partly because fewer skills are tested at that level and partly because mastery of objectives takes longer at that level. The program objective appears to be based on the assumption that progress across levels is linear; the lower achievement at Level 3, which is found frequently in other bilingual high school programs, suggests that it is not.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	89	9.5	5.7	15.3	5.7	5.7	4.2	2.0
2	81	14.6	5.4	18.7	4.4	4.1	3.0	1.5
3	29	9.9	2.3	12.1	2.4	2.1	1.7	0.8
TOTAL	199	11.6	5.8	15.2	5.3	4.6	3.7	1.6
				SPRING				
1	44	12.3	6.4	18.0	5.9	5.8	3.6	2.6
2	74	12.3	6.3	17.2	4.8	5.0	2.8	2.4
3	44	9.6	3.4	11.7	2.6	2.1	1.5	1.0
TOTAL	162	11.5	5.8	16.0	5.3	4.4	3.1	2.0

- The program objective was surpassed both semesters: on average, students mastered more than one CREST objective per month of instruction.

The instrument used to measure the second objective in this area was the New York City Language Fluency Scale, Expressive and Receptive Modes. Data were available for 261 program students, or 95 percent of the total; they are presented in Table 6.

The program objective was met in both modes. Nearly 100 percent of the students made gains in the expressive mode. The percentage of students making gains in the receptive mode was close to 99.

TABLE 6

Students' Gains on the New York City Language Fluency Scale

Pretest Level	Number of Students	Percent Advancing One Level
RECEPTIVE MODE		
1	2	.0
2	9	100.0
3	50	100.0
4	57	96.5
5	86	98.8
6	56	100.0
TOTAL	261	98.8
EXPRESSIVE MODE		
B	11	100.0
C	51	100.0
D	55	98.0
E	88	100.0
F	57	100.0
TOTAL	261	99.6

- Nearly all students advanced one level in both modes of this scale, thus surpassing the 75 percent criterion proposed.

To assess the third objective in this area, students' scores in E.S.L. courses were examined and are presented in Table 7.

Examination of Table 7 reveals that overall, the program objective was attained. Passing rates for students enrolled in E.S.L. courses (72.9 percent) exceeded the 70 percent passing criterion set by the objective. Additional information on students' achievement by E.S.L. level is presented in Appendix B.

TABLE 7

Passing Rates in E.S.L. Courses

	FALL		SPRING		TOTAL
Courses	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
E.S.L. (1 through 4)	258	77.1	193	67.3	72.9

- Overall, students achieved the 70 percent passing criterion in E.S.L. courses.

NATIVE LANGUAGE ARTS

-- Seventy-five percent of the students will pass course work in their native language arts class.

According to staff members, project students are quite literate in Spanish. Only one second-year class was offered in the fall, and two in the spring. Most students were enrolled in third-year regents classes, and fourth- and fifth-year classes in the fall and spring. Planned offerings for next year include advanced placement in Spanish.

In addition to classroom work, the N.L.A. program makes a conscious attempt to increase student awareness of and pride in their native culture. Students were taken to see the Spanish Repertory Theatre and a Mexican dance performance. The bilingual education, E.S.L., and foreign languages department also organized a foreign language week at the school to promote appreciation of cultural and linguistic diversity.

Student Achievement in Native Language Arts

Table 8 shows the passing rates for students enrolled in native language arts courses. Examination of this table reveals that the objective was achieved. Students exceeded the 75 percent passing criterion set by the objective both in the fall (76.4 percent) and in the spring (79.3 percent).

TABLE 8

Passing Rates in Native Language Arts Courses

	FALL		SPRING		TOTAL
Courses	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
N.L.A.	250	76.4	179	79.3	77.6

- The 75 percent passing objective was surpassed both semesters.

CONTENT AREAS

-- The percentage of program students enrolled in bilingual mathematics, science, and social studies will be on par statistically with the percentage passing schoolwide uniform examinations in mainstream classes on a comparable level.

Bilingual content-area courses include ninth- and tenth-year mathematics, general science, biology, world history, and American history offered each semester. During the fall, the social studies course on eastern areas included units on China and Japan; in the spring, this course covered Africa. An economics course was also offered in the spring.

The project director, coordinator, and resource teacher observe mainstream classes to compare curriculum, texts, and materials. Examinations given in mainstream classes are also used in translation for bilingual classes. Thus, courses are on a par with the mainstream.

Content-area courses are taught mostly, if not entirely,

in Spanish. Teachers do provide English vocabulary lists, and in some cases offer summaries of the lessons in English. While a policy of using more English in content courses has been discussed at departmental meetings and is considered desirable, it has proven difficult to implement. Since students continue to enroll throughout the semester, it is difficult to increase the use of English in program classes since most of these new arrivals may have little or no English proficiency.

Observations made by a member of the evaluation team of bilingual and mainstream mathematics classes revealed that students appeared more responsive in the bilingual class and took a more active part in the discussion. Active student participation was also noted in an economics class which was also observed.

Content-Area Achievement

The program objective in this area specified a comparison between program and non-program students on uniform departmental examinations. Because mainstream and program courses do not always coincide, a selection of comparable courses was provided by the project director.

Table 9 presents the passing rates for program and mainstream students in selected mathematics, science, and social studies courses each semester. (The passing rates of program students in all content-area courses is included as Appendix C.) Statistical significance of the difference between program and mainstream passing rates was determined

through a z-test for significance of the difference between two proportions*. This procedure tests whether the difference in the rates for two independent groups are greater than can be expected by chance variation.

Examination of Table 9 reveals that the program objective was achieved in all content areas, both semesters. The passing rates of program students were significantly ($p<.05$) greater than mainstream passing rates in mathematics and science, both semesters, and in social studies in the spring. In fall social studies courses, the passing rates of both groups were not significantly different.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968

TABLE 9

Passing Rates for Program and Mainstream Students in Content-Area Courses

FALL

COURSE	BILINGUAL PROGRAM Number of Students	BILINGUAL PROGRAM Percent Passing	MAINSTREAM CLASSES Number of Students	MAINSTREAM CLASSES Percent Passing	z-test Value
Math[a]	141	68.8	990	49.8	4.22*
Science[b]	161	57.8	672	43.3	3.31*
Social Studies[c]	256	70.0	616	69.5	.15

SPRING

COURSE	BILINGUAL PROGRAM Number of Students	BILINGUAL PROGRAM Percent Passing	MAINSTREAM CLASSES Number of Students	MAINSTREAM CLASSES Percent Passing	z-test Value
Math[a]	114	64.9	1055	51.2	2.78*
Science[b]	131	67.9	796	60.0	1.72*
Social Studies[c]	193	81.9	701	59.0	5.87*

*Statistically significant at the .05 level.

[a] Includes fundamental math, first and second year.

[b] Includes biology and general science.

[c] Includes economics, American history, world history, and eastern areas.

NON-INSTRUCTIONAL OBJECTIVES

-- Student awareness of the cultural pluralism of the United States, of career opportunities and of the value of citizenship will be increased through the activity of four educational field trips.

Trips to Washington D.C. and to the Bronx courthouse were organized for both the fall and spring semesters. These trips were also used to motivate students to improve their attendance and classroom performance, since a good attendance record was a prerequisite for participation.

In addition to the trips, a citizenship unit was added to the social studies curriculum and a mock presidential election was held at the school. Biographical material on the presidential candidates, explanations of the election, and discussion questions were provided to bilingual students in Spanish so that they could participate in the election and become familiar with issues and electoral proceedings in the United States.

-- At least 75 percent of the students will score at or above the 65 percent passing criterion in the career awareness and survival/life skills courses of study each semester/year.

Awareness of career opportunities is provided through the career orientation/career exploration components of E.S.L courses. It is also facilitated by student participation in a career day activity organized by the school where staff from the nearby Veterans Administration Hospital, businessmen from the Fordham Road commercial district, and others addressed students. Bilingual program students also participated in a College Fair and were given a series of guideline questions to

ask college representatives. A number of program students are interested in attending college and efforts are made by BLAST personnel to mainstream these students into the College Bound program where they are able to get more individualized attention and guidance. A number of students have entered college this year, including one student who was the recipient of a United Federation of Teachers Scholarship.

Student Achievement in Career Awareness/Survival Skills

Table 10 presents the number of students enrolled in the Career/Oriented and Survival/Life Skills courses of study.

Examination of Table 10 reveals that the objective was achieved and surpassed both semesters. In the fall, the passing rate was 76.6 percent. In spring, students achieved a passing rate of 91.3 percent.

TABLE 10

Passing Rates in Career Awareness/Survival Skills Courses

	FALL		SPRING		TOTAL
Courses	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Awareness/ Survival Skills	30	76.6	23	91.3	83.0

- Overall, 83 percent of the students achieved a passing grade in these courses, thus surpassing the 75 percent criterion proposed.

-- 70 percent of incoming first-year students will become involved in class, department, school, and community activities.

Although students travel to the school from different parts of the Bronx, they have participated in a number of school and program activities. Students are members of the bilingual club and contribute to the bilingual magazine. Students also participated in the school-sponsored activities during foreign language week. In addition, students frequently come to the office to talk with bilingual staff and get information and advice. The introduction of a bilingual awards assembly honoring student achievement has also contributed to motivation. These various types of participation, coupled with the high attendance data, suggest that these program objectives are being met.

-- The average daily attendance of program students will be significantly higher than students in the mainstream.

The attendance rate for program students was 86.5 percent. Two of the bilingual classes regularly score highest in the school for attendance. Staff members regularly follow-up student absences and other student problems. The family assistant calls parents when students are absent and parents are asked to advise program staff if there is any reason why a student will be out. According to program staff, having adequate staff to keep track of students helps to ensure that they do not "get lost." The family assistant made approximately 100 home visits during the year and approximately 20

telephone calls a week. The school recognizes good class attendance by distributing "Big Mac" certificates (for free hamburgers) to classes. An added inducement is the fact that participation in trips is conditional on a good attendance record.

To assess the program objective, the attendance rate of program students was compared with that of the school. Statistical significance between program and school attendance was determined through a z-test for the significance of a proportion*. This procedure tests whether the difference between one proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than can be expected by chance variation.

The attendance rate for program students was 86.5 percent, 9.5 percentage points above the schoolwide attendance rate (77.05 percent). The z-test results ($z=3.73$) indicated that the difference in attendance rates is statistically significant ($p<.01$). The program objective was thus met.

Of 81 students who left the program during the academic year, 30 entered the mainstream program at Walton, 20 transferred to other high schools in New York, 15 graduated, and 16 dropped out of school.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968

-- The involvement of program students' parents in regularly scheduled meetings will be 10 percent higher than non-project parents.

-- Monthly meetings of the program's advisory committee will be attended by a minimum of seven parents, two students, one bilingual teacher, the coordinator, and the resource/curriculum teacher.

-- Ten workshops for parents in E.S.L. will be held.

-- Parents will be contacted twice per term by mail, phone or home visit by the guidance counselor or family assistant. There will be in addition the issuance of three report cards per term.

The project staff has made serious attempts to involve parents through proposed activities such as advisory council meetings, E.S.L. workshops, home visits, and telephone and mail contacts. There are strong indications that parents are involved in the program, although the criteria set by the objective have not been met.

Eight Advisory Council meetings were held from October through May. The first three meetings were attended by three parents, two students, and three program staff. From January on, parent attendance dropped to two. Thirteen E.S.L. workshops were held in which eight parents participated. Two ceased attending in April due to their success in obtaining employment.

The evaluation criteria established to measure parental involvement is perhaps unrealistic for this low-income population of working parents, many of whom have to travel long distances to the school.

Better indices of parental involvement are the high atten-

dance at open school day (95 in the fall and 139 in the spring) which represents approximately 1/3 and 1/2 of program parents, respectively. The continuous communication with parents, which includes parent-initiated as well as staff-initiated contact, is also a good indicator of involvement.

Perhaps an instrument might be used to measure parental involvement and satisfaction such as a questionnaire. If such an instrument were to be developed, the anticipated rate of response should be realistically set to take into account the fact that parents are not proficient in English and some are illiterate in their native language.

-- School personnel will participate in two interdisciplinary workshops each semester.

-- Staff members will enroll in courses at accredited colleges in bilingual education or related fields.

These goals have been exceeded. The project coordinator attended three workshops and two conferences outside the school; the resource teacher and five E.S.L. and bilingual teachers participated in a teacher's writing consortium workshop held at the school in conjunction with Lehman College; and eight E.S.L./N.L.A. teachers attended demonstration lessons by an E.S.L. teacher trainer. The coordinator and resource teacher also attended workshops on testing procedures. All staff participated in a boroughwide teacher training day. Staff discuss goals and methods of bilingual education at monthly department meetings, and report on the conferences and workshops attended.

Nine college courses were attended by the project coordinator, resource teacher, family assistant, and bilingual and E.S.L. teachers.

A major strength of the program is its staff development activities. In addition to the formal objectives noted above, new teachers are linked with "master" teachers whose classroom performance they observe. Substitute teachers are visited three times a semester; tenured teachers once. These visits are followed by a postvisit conference and a formal report. Intervisitation among teachers is also encouraged.

Despite these efforts, the program coordinator would like to do more staff training but she is limited by the paucity of training days in the N.Y.C. school system and the impossibility of scheduling training activities during the school day when teachers are either in classes or doing coverage.

-- Curricula and resource materials will be developed, revised, or updated to meet the program's needs.

The curriculum specialist/resource teacher has developed, adapted, and translated a variety of materials including courses of study, translations of citywide examinations, and citizenship materials (see Appendix D). In addition, she maintains a file on colleges, she reviews available texts, and consults with program teachers regarding their needs and evaluations of material. She is currently reviewing software for the new computer-assisted instruction labs the school will be introducing next year. However, the program only has access to another department's computer for one period a day. As a

result, it has been necessary to order some materials without adequate review. The program would benefit from its own computer which could be used, as well, for maintaining student records.

V. CONCLUSIONS AND RECOMMENDATIONS

Based on observations, interviews, and statistical data, it appears that Project BLAST is meeting its objectives in involving students and improving attendance, in providing students with career and college information, in citizenship training, and in improving their English language skills. The staff is strong and has been strengthened with the acquisition of a bilingual mathematics teacher. Coordination among staff has been facilitated by the reorganization of the program structure.

In one area, parental involvement, proposed program goals have not been met. Parental involvement is relatively high, however; the criteria set as objective may not have been realistically formulated.

Areas of program weakness noted last year, such as counseling, have not been resolved due to budgetary limitations. A major need for a full-time bilingual guidance counselor to help with personal, career, and college counseling still exists. Program students must rely on the school counselor who serves over 300 students. Program staff members attempt to counsel and advise students, but a full-time counselor is still needed.

Follow-up of students who leave the program on a systematic basis has not been possible. In some cases, mainstream faculty, particularly in the College Bound program, informally advise staff on student performance. It should be noted that no student has reentered the bilingual program because of failure to perform in mainstream classes.

Recommendations suggested by this year's evaluation include:

1) If resources permit, the program might obtain a computer to review software for computer-assisted instruction and maintain student records.
2) If at all possible, paraprofessional staff should not be reduced next year. There is some concern that such reductions may be necessary due to budgetary limitations.
3) Some assessment should be made of the adequacy of programs for advanced students who are too few in number to form upper level bilingual classes. At present, such students are mainstreamed, with paraprofessionals used to translate materials and assist students. It is not clear if this is a satisfactory solution, or how this would work if there were a reduction of the number of paraprofessionals serving the program.

IV. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs Sept 1984 - June 1985

Title/Function Note: Please do not include names	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Title VII Bilingual Coordinator	100	BA Spanish MA Spanish MA Administration + Supervision	Y	22	11 years - Spanish 5 years ESL/NLA 6 Bilingual Coordinator
Title VII Bilingual Curriculum/ Resource Teacher	100	BA Spanish/French 30 Graduate credits Spanish	Y	7	2 years ESL/NLA 5 years Resource Teacher
ESL Teacher	100	BA History MA Russian History Matt - ESL	Y	17	16 years ESL
ESL Teacher	100	BA French MA French CAS Education Administration	Y	13	6 years Bilingual 2½ years ESL
ESL Teacher	100	BS Music MA ESL MA Music Educ. Hrs Administration	Y	10	7 years ESL
ESL Teacher	100	BA + 60 Credits	Y	19	5 years Spanish 14 years ESL
ESL/NLA	60/40	BA Spanish MA Secondary Education	Y	5	5 years ESL 2 years Tutor & NYC School Volunteer Assn.
ESL Teach	100	BA Art Education 12 Grad Cred - ESL	N	3	1 year ESL
ESL Teacher	100	BA ESL MA ESL	Y	2	2 years ESL
ESL Teacher	40	BA - English Graduate courses in ESL	Y	2	1 year ESL 5 years Tutoring ESL
ESL Teacher	100	BA English	N	1	1 year - ESL
NLA (Spanish) Teacher	60	BA Spanish 60 Grad credits	Y	16	16 years Spanish
NLA (Spanish) Teacher	Fall 40% - 60% Spring 60%	BA Spanish 30 Grad credit	Y	16	16 years Spanish
Bilingual SS. Teacher	Fall 40% - Spring 60%	BA Spanish EDM - Education Bilingual MA Spanish	N	6	4 years bilingual, math, SS
Bilingual Math Teacher		BS Math	Y	13	5 years bilingual math
Bilingual Math Teacher	100	BS Account 6 Grad Cred Bil Ed	Y	1	1 year bil. math/5 years business
Bilingual Gen Sci/BioChem	100	BA Chemistry MA Chemistry	Y	7	7 years bilingual GS/Bio/Chem
Bilingual SS Teacher Teacher	100	BA - Music MS - Educ CAS Curriculum & Ed	Y	31	14 years
Soc St Teacher	.20	BA History	Y		

Title/Function Note: Please do not include names	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
Bilingual Paraprofessional	100%	BA - English	NA	4	4
Bilingual Paraprofessional	100%	BA Spanish	NA	11	11
Bilingual Paraprofessional	100%	H.S. Graduate 12 Credits College	NA	14	8
Bilingual Family Associate	100%	BA - Psychology	NA	7	7
Bilingual Soc't Intern	100%	BA - Spanish Literature	Y	1½ years	Bilingual Secretary in Business - 4 years 3 year Teacher Aide in Spanish 1 year - ESL
ESL Paraprofessional	100%	H.S. Graduate 62 - Some Coll.	NA	17	
ESL Paraprofessional	100%	85 Zoology, 30 Credits	NA	10	4 years - ESL
ESL Paraprofessional	100%	H.S. Grad 45 College Credits	NA	17	5 years ESL
ESL Paraprofessional	100%	H.S. Grad 76 College Credits	NA	16	3 years ESL
Bilingual Supervisor Bilingual/ESL/Bicultural	.2	BA - Span / Education MA Spanish	Y	31	31 years - Foreign Lang.
Bilingual Guidance Counselor		BA - Guidance MA - Math	Y	31	7 years - Bilingual Teacher - Bilingual Program 7 years - Guidance Counselor - Bilingual Students

APPENDIX B

Passing Rates in E.S.L. Courses, by Level

	FALL		SPRING		TOTAL
E.S.L. Sequence	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Beginning	97	73.2	50	76.0	74.1
Intermediate	98	76.5	80	55.0	66.8
Advanced	41	85.4	46	76.1	80.5
Transitional	22	81.8	16	81.3	81.6
Mainstream	6	100.0	2	50.0	87.5
TOTAL	264	77.7	194	67.5	73.4

APPENDIX C

Passing Rates in Content-Area Courses

	FALL		SPRING		TOTAL
Courses	Number of Students	Percent Passing	Number of Students	Percent Passing	Overall Passing Rate
Math	231	62.3	166	55.4	59.1
Science	389	64.7	289	74.3	68.8
Social Studies	247	79.8	177	76.3	78.3

APPENDIX D

Curriculum and Materials Development and Adaptation

Curriculum and Materials	Source	Stage	Type
American History I Course of Study	0	U	P
American History II Course of Study	0	U	P
Eastern Areas Course of Study	0	U	P
World History I Course of Study	A	U	P
World History II Course of Study	A	U	P
Computer Software Evaluation File	0	U	
College Orientation File	0	U	
Mathematics A Course of Study	A	U	P
Mathematics B Course of Study	A	U	P
Mathematics C Course of Study	A	U	P
Mathematics D Course of Study	A	U	P
Social Studies Citywide (Part II)	A	U	P
Bilingual Program Newsletter	0	P	
Biology Course of Study	A	U	P
General Science Course of Study	A	U	P
Citizenship Materials	0	U	P

Source: 0= originally developed
A= adapted

Stage: P= in process
C= completed/not in use
U= in use

Type: P= parallel to mainstream
N= not parallel to mainstream
S= specialized material for bilingual program